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ABSTRACT

IMPACT II is a nationwide educational nonprofit organization that supports innovative teachers who exemplify professionalism, independence, and creativity within the public school systems. The model has been adopted in many areas, including New York (New York). This catalog contains profiles of 33 projects that represent innovative teacher-developed curriculum in New York City. Profiles, divided by grade level, are organized into the following subject areas: (1) the arts; (2) communication arts; (3) mathematics and computer sciences; (4) physical education; (5) science; (6) social studies and history; and (7) school-based-management team grants (team-teaching projects). Information useful to project replication is provided. (SLD)

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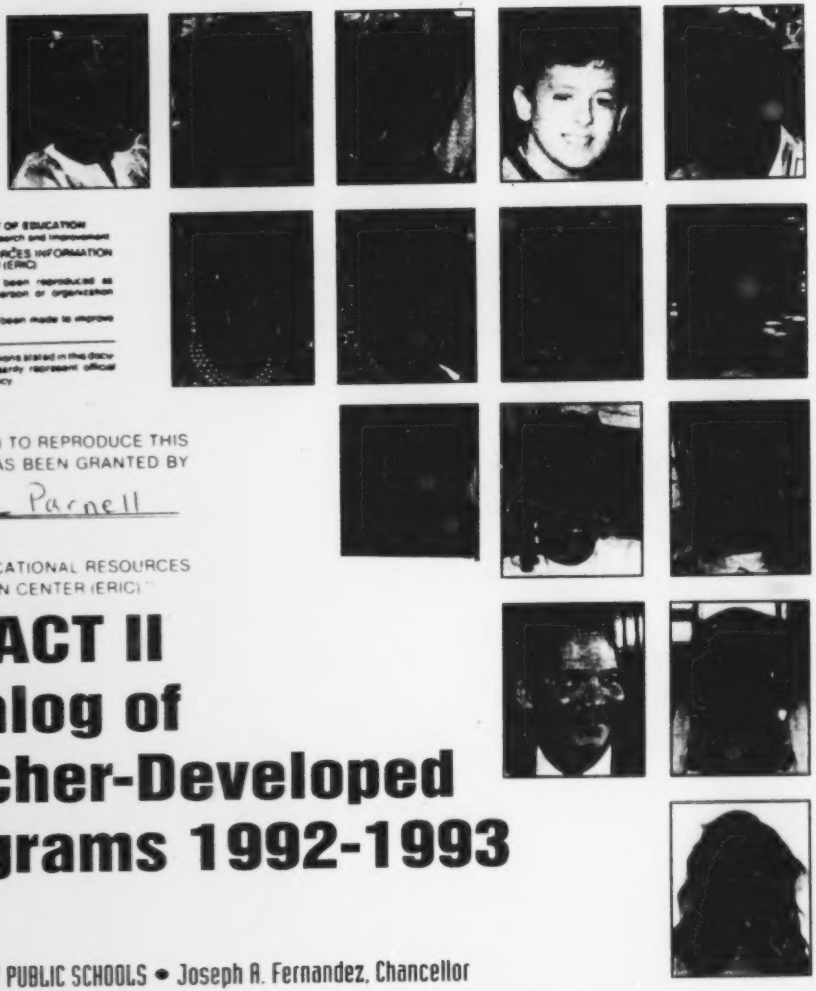
VISIONS INTO VOICES



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IMPACT II Catalog of Teacher-Developed Programs 1992-1993

NEW YORK CITY PUBLIC SCHOOLS • Joseph A. Fernandez, Chancellor

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Visions Into Voices

IMPACT II Catalog of Teacher-Developed Programs 1992-93

NEW YORK CITY PUBLIC SCHOOLS
Joseph A. Fernandez, Chancellor

New York City Board of Education

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Director of Communications

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IMPACT II is a unique, nationwide, educational, non-profit organization that supports innovative teachers who exemplify professionalism, independence and creativity within public school systems.

The IMPACT II model has been adopted by a confederation of local sites. Each site provides teachers with grant money for dissemination of their creative projects, "networks" these projects to interested teachers, and then awards grants to teachers who want to "take an idea and go creative."

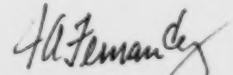
Because it works, IMPACT II has been adopted by 25 sites including Houston, Texas; Chapel Hill, North Carolina; Washington, D.C.; the State of New Jersey; San Francisco, Los Angeles, and Santa Barbara County, California; the State of Illinois; Fairfax County, Virginia; the State of Connecticut; and Boston, Massachusetts. Rockland County and Westchester County have implemented a regional IMPACT II program.

Message from the Chancellor

This Impact II catalog contains 33 projects that constitute innovative curriculum. For curriculum to be truely innovative, it must be more than new, fresh, and exciting. It must also have the power to change student's lives—and their communities—for the better.

The projects listed in this catalog have been developed from the conviction that the classroom is a place where better worlds begin—a place where personal and community problems can be addressed and solved, where teachers and students, parents and entire communities, can form alliances with benefits that last through a lifetime of learning.

The participants in the IMPACT II programs believe a classroom is a place where hope is inspired, ideals are encouraged, and achievement rewarded. I am pleased to recognize the efforts of teachers and others whose dedication to the students of New York City, as these programs show, have done all of these things and more, not only for the students they teach, but for the entire educational community.



Joseph A. Fernandez
Chancellor

Acknowledgments

The *IMPACT II Catalog of Teacher-Developed Programs, 1992-93,* was prepared as a project of the Division of Instruction and Professional Development.

Grateful appreciation is extended to all of the teachers who wrote their own profiles of the programs that appear in this publication.

Margot Jones, Program Director, supervised the publication. Esther Cohen and Harry Peck Bolles served as editors. Kent Beaty, Supervisor of Production Administration of the Instructional Publications Department (Nicholas A. Aiello, Director), prepared this publication for printing. Heidi Lanino, Cor Groutage and Peter Wadsworth assisted with production work. Nereida Diaz did the word processing. Photo/Graphic Credits are by program disseminators unless otherwise indicated here.

Photo/Graphic Credits

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v Meryl Meisler
3 Meryl Meisler
7 Sam Zilberzweig
11 Danny Diaz
14 Lee Morse
17 Ed Grassel
21 Elba Iris Marrero
25 Meryl Meisler
37 Edith Johnson
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14th Annual Awards Ceremony

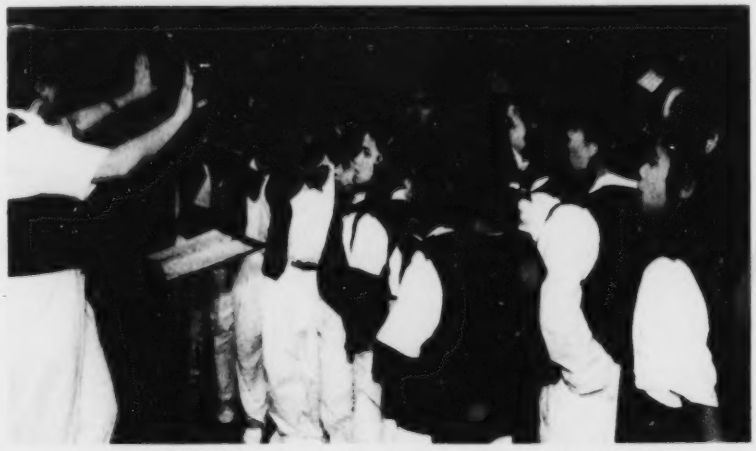
Schomburg Center for Research in Black Culture, The New York Public Library

June 11, 1992

Ed Grasset and parents at the IMPACT II Awards Ceremony.

Howard Dodson, chief librarian, The Schomburg Center for Research in Black Culture, New York Public Library.

Tom Roderick, executive director, Educators for Social Responsibility, receives the IMPACT II award for support of teachers of social issues.



P.S. 18 Singers, Marlene Shane and principal, Ralph Bronzo, June 11, 1992, Awards Ceremony at the Schomburg Center.

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Introduction

IMPACT II was created in 1979 to reward and recognize creative New York City public school teachers. Through its teacher-to-teacher network, successful programs are disseminated. With the publication of the IMPACT II Catalog of Teacher-Developed Programs, 1992-93, teachers throughout the city are invited to "take an idea and go creative."

How to Use the Catalog

This catalog is a collection of profiles describing 33 exemplary programs. The profiles are organized by subject area, then divided by grade level. However, adaptation often takes place across grade levels. You are encouraged to contact the teachers who developed the programs directly for more information. Assistance is also available from the IMPACT II office.

IMPACT II Services

Adaptor Grants. If you are interested in adapting one of the programs that appear in this catalog, you are eligible to apply for an individual adaptor grant of $200 or a team adaptor grant of $500. Request an application from the IMPACT II office. The application period closes on May 1, 1993.

If you received an IMPACT II grant in 1991-92, you are welcome to informally adapt a program listed in this catalog, but are not eligible to apply for a grant this cycle. Some teachers adapt programs without applying for grants.

Interschool Visits. If you are interested in getting a firsthand look at a program, or in inviting a disseminator teacher to your school to help you get started on adapting a program, staff can arrange for an interschool visit. This service is available to formal or informal adaptors.

Workshops. Disseminator teachers present workshops throughout the school year. The IMPACT II staff will coordinate workshops upon request.

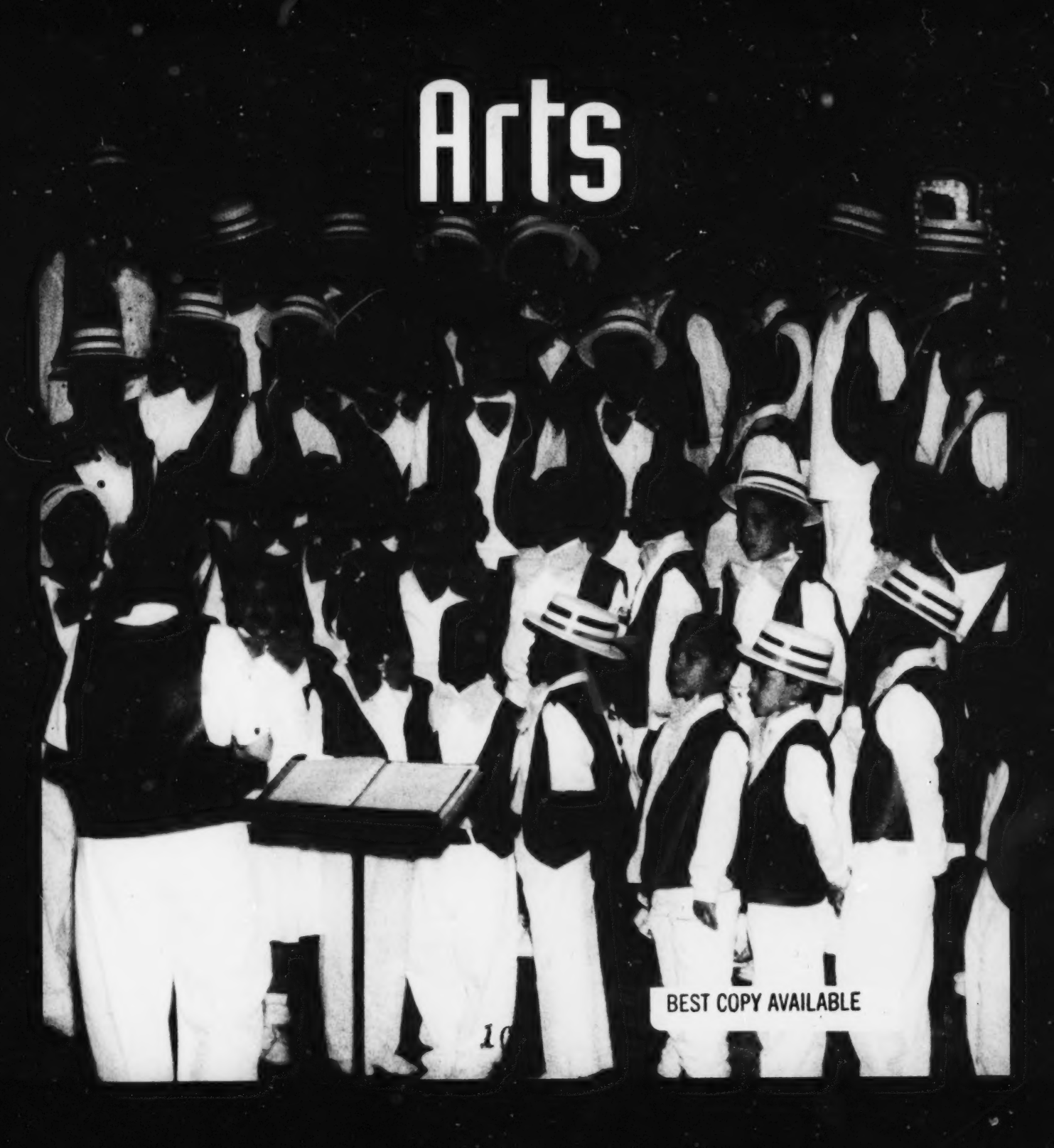
School-Based Management Team Assistance. The staff will respond to specific request from School-Based Management Teams to recommend IMPACT II teacher/field consultants to give hands-on workshops, program awareness presentations, and one-on-one project implementation sessions.

IMPACT II Star**. The *IMPACT II Star*** is a newsletter that keeps teachers posted about IMPACT II activities. It provides information about programs and news about the teachers involved in the network. Contact the IMPACT II office for a complimentary copy.

Please Feel Free to Contact:

IMPACT II, Division of Instruction and Professional Development, New York City Public Schools, 96 Morton Street, New York, NY 10014; (212) 645-5110. Fax: (212) 645-7409.

Arts



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Community of Music

What We Do

"Community Music" integrates social issues with the performing arts, using music to further the students' social awareness. In various classroom lessons, students expressed concern about drugs, aging and dying, the Gulf war, and problems in their neighborhoods. I proposed that we form a chorus, using music that would help them understand the world around them.

As the chorus developed, I noticed that the children were not only willing to share their new awareness, but wanted to perform for others as well. From grade concerts we went on to school-wide concerts, and we now are accepting invitations to sing for a variety of community groups.

Because of music's intrinsic appeal and universality, much positive teaching can be done, using song. It can be useful for teaching language arts and communication, multicultural education and, of course, arts appreciation.

Within the chorus, the students have worked to find themes they can express in a single concert, focusing on an important social issue which they have explored and discussed in the classroom and outside school. Indeed, our ultimate goal has been to use the community as our classroom. We have begun to "gather in" many outside singing groups and to use the children's example of working together for harmony, understanding, respect and appreciation in order to create such projects as our "Salute to Martin Luther King."

"Community Music" offers positive alternatives for at risk youths because it provides a forum for talent and idea-sharing, it gives an opportunity to interact positively and to identify choices, and it allows room for personal growth through trust, identity, and performance. It delivers a positive message about working together for a common goal and teaches creative expression through discipline. Finally, the chorus unites the school and its students with the community.

"The children feel special for being a part of this very special group. Their motto is: 'Walk with pride Act with pride Sing with pride'"

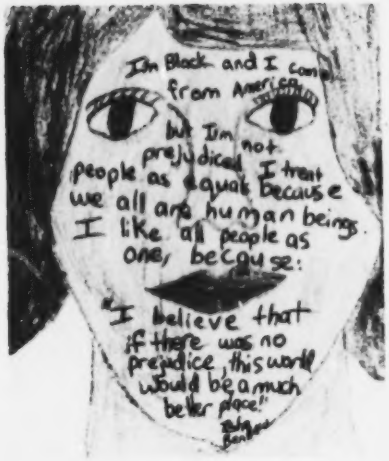
More Information

Marlene Shane
P.S. 18 CSD 31
221 Broadway
Staten Island, NY 10310
(718) 442-0216
Principal: Ralph Bronzo

What You Need

By and large, what is required is an infectious enthusiasm, which can draw in appropriate teacher and parent assistance for such things as costuming, crafts, fund-raising, scenery, performance, and morale. Religious and community leaders must be enlisted to provide suggestions—and audiences— for the chorus. A project such as this requires a rehearsal space of some sort, a tuned (and retuned) piano, some risers for the chorus, and, of course, a collection of choral music. We have used Music 1st Express.

Multicultural Mirror


I'm Black and I come from America
but I'm not prejudiced I treat people as equals because we all are human beings I like all people as one, because:
"I believe that if there was no prejudice this world would be a much better place!"

"The classroom can be a model for a society, where the roots of prejudice are discussed in order to be eliminated."

What We Do

Students look into the Multicultural Mirror to see themselves and all that they have in common. I developed this program in response to an open call by the Clocktower Gallery for self-portraits, to accompany a larger exhibition on communications and race relations. I saw this as an opportunity to address, from a fresh perspective, the importance of respect and tolerance.

The project begins with the students talking with their parents or guardians to discover their family's history. They then take this information further, finding out through social studies where their people came from. Most of my students discovered they were of mixed ancestry.

While the students learn about what they have in common with people they have thought of as so different from themselves, they are learning how to draw a frontal portrait. Here, too, they discover their commonalities, for we all share similar features, with only a few intriguing variations.

Each student writes a self-description, and then draws a self-portrait. The text is then copied directly onto the drawing, creating a new, richer portrait, in which exterior and interior, past and present, are revealed simultaneously.

What You Need

The program can be initiated by any classroom teacher of any grade level or subject. No other staff is necessary, though collaborations might surely be productive.

Any supplies needed are minimal. Writing and drawing paper, a range of colored pencils, or markers, or paints, and some construction paper, for presentation. Children can supply their own mirrors, or do their sketching at home.

More Information

Meryl Meisler
I.S. 291 CSD 32
231 Palmetto Street
Brooklyn, NY 11221
(718) 768-3991
Principal: Leonard Weig

A Patchwork of Women's Lives

What We Do

"A Patchwork of Women's Lives," involves the cooperative efforts of students and teachers across grades and curriculum areas — in the arts, communication arts, social studies, and home economics — to delve into the different contributions to society by women of varied racial and cultural backgrounds. I developed the program to highlight the contributions, on the local, national, and international level, of women to history, using student arts, crafts, and creative writing. Each participating teacher introduced the overall contributions of women to society and then assigned a research or interview project (in social studies) or a poetry project (in communication arts).

Teachers select the best submissions in each subject area. In art classes other students create action or portrait paintings of the women who are the subjects of the poems and essays. The paintings are all done in acrylic paint on patches of white square cloth which then are sewn together in a home economics class. The resulting quilt or wall hanging is put on display and the stories it depicts are told, day by day, in the homeroom, at assembly, or over the public address system.

> "The profound emotions of discovering and interviewing the women in the community who have played a meaningful role in the larger society, of seeing their spirit turned into vibrant painting, and finally joined with the strengths of so many in a single quilt, are overwhelming to experience."

More Information

Joan P. Dobis
I.S. 27 CSD 31
11 Clove Lake Place
Staten Island, NY 10310
(718) 981-8800
Principal: Gregory Gallo

What You Need

The "Patchwork of Women's Lives" requires access to the standard library tools for research, as well as tapes, audio cassette recorders, cameras and film to conduct and preserve interviews. Paints and canvas are necessary for the artwork, and embroidery hoops, needles, and threads are needed for the sewing.

new DOTS

Drama On The Scene

What We Do

"new DOTS" introduces student and adult audiences to improvisational scenes that teach tolerance and foster understanding. American teenagers have been raised on Sesame Street and MTV; what better way to get a message across than through the use of entertainment.

Students interested in learning acting skills register for a year-long course in play production where they are introduced to basic approaches to acting, including improvisational technique. Improvisation, which teaches actors to think on their feet, is always exciting for students and I wanted to focus that excitement on areas beyond the classroom. The School Health Educator joined us to bring health and social issues to the lessons.

We decided that the issues to be addressed included AIDS, sexual preference, prejudice, teen suicide, and violence. The class narrowed this range to subjects they were most concerned about, particularly AIDS. The Health Educator spent three class sessions covering the basic information on the transmission and prevention of the AIDS virus. Then we began to search for improvisational ideas related to these issues. The students were concerned with how victims were treated by others and how it feels to be discriminated against because of the disease.

The scenes that the students created were a springboard to broaden the discussion of prejudice. After AIDS, we continued with sexual preferences and racial tensions. The students worked in groups of five or six to create scenes related to the topics and the scenes which developed most fully in the class were polished and presented to other classes.

Students introduced each scene and a question and answer period followed the performances. The acting students were so well versed on the topics that they were able to answer all the questions.

We then went to the PTA with our scenes where the parents were very interested in the students' views. They invited guest speakers to the meeting to provide professional insights into the issues.

"Through the improvisations, the audiences come to understand the effects on society of prejudice and unyielding attitudes. The acting students learn these lessons more particularly as they immerse themselves in the settings and characters of their dramas. And everyone who has had contact with the 'new DOTS' program has learned how important open and honest discussion is to finding honest and forthright solutions."

More Information

Verna Lauria
New Dorp High School
465 New Dorp Lane
Staten Island, NY 10306
(718) 667-8686
Principal: Elizabeth Sciabarra

What You Need

"new DOTS" needs a drama teacher to develop the framework of the scenes, and to teach basic acting techniques. To educate students in the medical and social facts , a school needs professional help, whether from its Health Center, if it has one, or from outside agencies, or specialists from the central headquarters of the New York City Public School System.

Communication Arts

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Wonderful Me!

A Multicultural Reading Program

What We Do

'Wonderful Me!' is a multicultural reading program designed to help children recognize and appreciate their cultural heritage. Teaching multicultural literature has expanded my students' knowledge of themselves and their rich historical backgrounds in order to make a positive impact on their overall academic achievement. 'Wonderful Me' begins with a broad awareness of multicultural folktales and fables. We engage students with such American stories as "Johnny Appleseed" and "Davy Crockett." After readers have investigated further historical and legendary material, we involve them in Black/African literature, including historical biographies such as "The Lost Kingdoms of Africa," and the African fable, "Mufaro's Beautiful Daughters." These help to shape students' views of themselves and their world, offering a more accurate and balanced view of tradition, history, and the arts. We expose students as well to Hispanic, Mayan, or Aztec literature such as "Felita," and "Tortillas for Amilia."

'Wonderful Me!' promotes a social sensitivity to the needs of others. Students gain an esthetic understanding and respect for the contributions of people from many cultural backgrounds.

'Wonderful Me!' is designed to inspire and provoke a new generation of readers. Reading comprehension improves while writing and thinking skills expand and the students, with the teacher, have an enormous amount of Wonderful Fun!

> "All too often the values and sense of worth derived from family life go unrecognized in the classroom. The values of the home are replaced by an alien set of criteria for self-worth, and the child is expected to make an adjustment overnight. Minority students need to see themselves and their traditions reflected in books. Multicultural reading programs are powerful tools for helping kids feel good about themselves, to develop a sense of pride, and self identity."

More Information

David Gonzalez &
Jacqueline Cruz
P.S. 1 CSD 15
309 47th Street
Brooklyn, NY 11220
(718) 330-9270
Principal: Matilde
Torres-Maldonado

What You Need

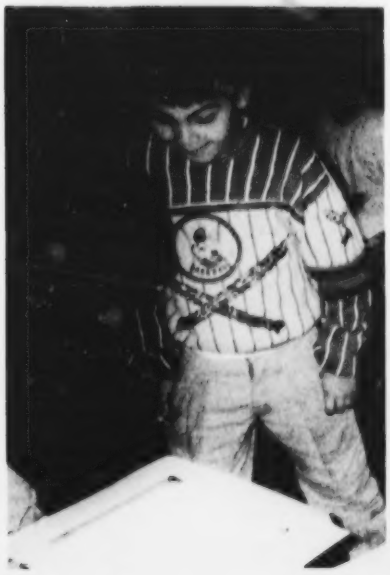
The teacher will wish to become familiar with the physical, economic, and social conditions of the school community.

Resource People: Community people of varied ethnic backgrounds may have fascinating jobs, backgrounds, or adventures to share with the students. Parents can serve as excellent resources.

A rich multi-media approach, including films, filmstrips, and audio and video recordings, provides great stimulation and enrichment.

Public resources such as The Museum of the American Indian, El Museo del Barrio, and the IBM Gallery of Science and Art can prove invaluable by offering specific information and enlarging the world of any student.

The Handy Dandy Learning Center



What We Do

In "The Learning Center," children work together to create the elements of an exciting play center. As an introduction, the third-graders are introduced to the values of good citizenship through readings and lively group discussion. This initial exchange of ideas paves the way for eager, open minds and active discoveries.

Children learn best by touching, experimenting and exploring. Working individually, in pairs, or in groups, the children are divided according to their compatible interests and learning styles.

The children in the Center and those who visit come to understand, with William Watson, that "knowledge is sympathy, charity, and kindness."

"Visitors to the Learning Center find pop-up books, peek-a-boo books, multiple choice electroboards, comic strip stories, film strip multi-media essays, famous author fishing games, blank jig-saw puzzles, and puppet shows. It's a busy place."

What You Need

"The Learning Center" can be implemented in a regular classroom, setting up small work stations around the room. Materials such as oak tag, construction paper markers, a filmstrip kit, and an electroboard kit are needed to create various center activities. Some audi-visual equipment is also important, including an overhead projector, a filmstrip projector, and a tape recorder.

More Information

Adeline Valastro Tripoli
P.S. 199 CSD 24
39-20 48th Avenue
Long Island City, NY 11104
(718) 784-3431
Principal: Jack Birbiglia

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The Classroom: A Living Text

What We Do

In the "Living Text" project, students write poems about their grandparents and the poems become the foundation for the Grandparent Assembly and for the Women's History Month contest. Grandparents are invited into school to discuss their family's culture, traditions, beliefs, and celebrations. They tell the class what information they want to pass down to their grandchildren, what they would like to be remembered for, and what they expect the current generation to pass on to their grandchildren.

The students were introduced to poetry and poetic devices. They were asked to think about what made their grandparents unique and interesting, and to consider their culture, traditions, idiosyncrasies, mannerisms, and so forth. The students' involvement was immediate, and their poems came easily.

What You Need

This is a process which is exciting to students at every level. Very little is required, beyond the enthusiasm of the teacher and the willingness of the grandparents to participate. Materials to write with are basic, and perhaps a typewriter or word processor, to make neat copies. A video or audio recorder is a wonderful option for capturing the children's readings, the grandparent's visits, and the Grandparent Assembly.

"We developed this program with the idea that children's first needs are to understand their own traditions and culture, for only then will they be able to share their similarities and differences and appreciate their individuality."

More Information

Geraldine Scotto & Helaine Schwartz
I.S. 211 CSD 18
1001 East 100th Street
Brooklyn, NY 11236
(718)251-4411
Principal: Marion Kendall

A Chinese Grandfather

My Grandfather, waking up to the chirping of the pigeons.
He is old and kind of frail, but he has no white hair.
He smells of cologne and aftershave.
He is as strong as he used to be in the Chinese Navy.
He feeds the birds with left-over rice from last night's dinner.
He talks with friends from old China about how they got through the war and how they boast about their children and grandchildren.
He sits on the couch watching T.V. with a Chinese pastry in one hand and a cup of Ovaltine in the other.
Every time I visit this great old man, he greets me with joy and love as he hugs me in his hands and the smell of Chinese food fills the air.

by Jeffrey Yim

Grand Guidance

Without her I would be lost, without a hand to hold. When I look into her friendly, soft face I wonder where I'd be without her. Her soft, sharp voice talks to me when I'm down.
We play cards, with that old deck we've been playing with so long. She loves costume jewelry. She puts on beads and asks me if I like her pearls
We laugh while we drink hot chocolate. She is my guide on a giant journey. Without her I would surely be lost.

My Grandma, Grand Guide.
by Richard Grebanier

Out of Many, One People

What We Do

"Out of Many, One People" was designed to help a second-grade class develop a respect for all people's values by teaching self-respect, self-worth, and empathy for others. The program is aimed at a class that reflects the community's ethnic diversity, mostly African-American and Latino, with a small group of Caucasians and Asians. The class also includes two students who are wheelchair bound and four or five youngsters whose learning disabilities require daily support.

The students were asked to draw a picture of a friend. Then they all sat in a circle with the students and the social worker, the school psychologist, the teacher, and the paraprofessional, and each in turn spoke words of encouragement and affirmation to the person on the right. This exercise provoked squeals of delight, as well as feelings of insecurity and rejection. Because of the encouragement and supportive coaching of the clinicians, and because of the participation by all the adults, the exercise was a success. Teachers and students together were happy to discover the degree to which others in the class felt positively about them. Over a twelve week period, the students are further encouraged to explore their feelings, about themselves and about each other. As the students gather their ideas, the stories of their families, of their feelings and opinions into individual books called "Uniquely Me," they share these acquisitions with the rest of the class, learning about other cultures, other attitudes, and the similarities of experience and attitude among cultures. The class deals with such questions as "What are some of the feelings that all people have?," "What makes people happy, sad, or angry?," and "What does it feel like when someone calls you a name?" Together they explore how students so easily hurt each other with teasing and devaluing. Students develop empathy skills by sharing. They learn how words can hurt and how they can heal. Together, the students create a mural entitled "Out of Many, One People.." At the end of the twelve weeks, they invite their families to a class celebration where the booklets are shared along with foods brought by the families, and with a full round of excited discussion—of their mural, and all that they have discovered through this project.

"Students in this class spent a lot of time bickering, teasing, and making fun of each other. They didn't value their own work or that of their peers. The youngsters were afraid to enter into new situations and demonstrated very low self-esteem, with great anxiety and insecurity."

More Information

Annette W. Cohen &
Yvonne Green
P. S. 146 CSD 4
421 East 106th Street
New York, NY 10029
(212)860-5877
Principal: Charles Evans

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I Am Unique

What We Do

An experiment in autobiography, "I Am Unique" provides remedial reading students an opportunity to produce a comprehensive piece of writing in the form of a personal book. I developed this project when I discovered that very few of my students were familiar with their family backgrounds or cultural histories. I felt that filling in those blanks would foster personal pride, and that sharing the information with peers would promote understanding and tolerance.

Remedial reading students in junior high school are guided through their autobiographical writing from September through May. They learn outlining and research skills and how to edit and revise. Each assignment is shaped to address specific reading, writing, and thinking skills.

To complete the project, students interview family members and do research in the school and local library. The class visits local elementary schools so that the students can pose for photos with former teachers and principals.

The body of the autobiography considers the origins and meanings of the students' names, and biographical details concerning family members. The student writes about birth, childhood, academic history, homes, hobbies, and travel. Each student discusses his tastes in art, music, literature, sports, and film, and closes by considering long-term aspirations and dreams.

> "Incredible things happen during the editing process. Because the students choose a friend to edit their work, they are open and receptive to advice and correction. They are often stunned to realize that they share experiences and attitudes with their editor."

More Information

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(212) 677-5190
Principal: David Schmell

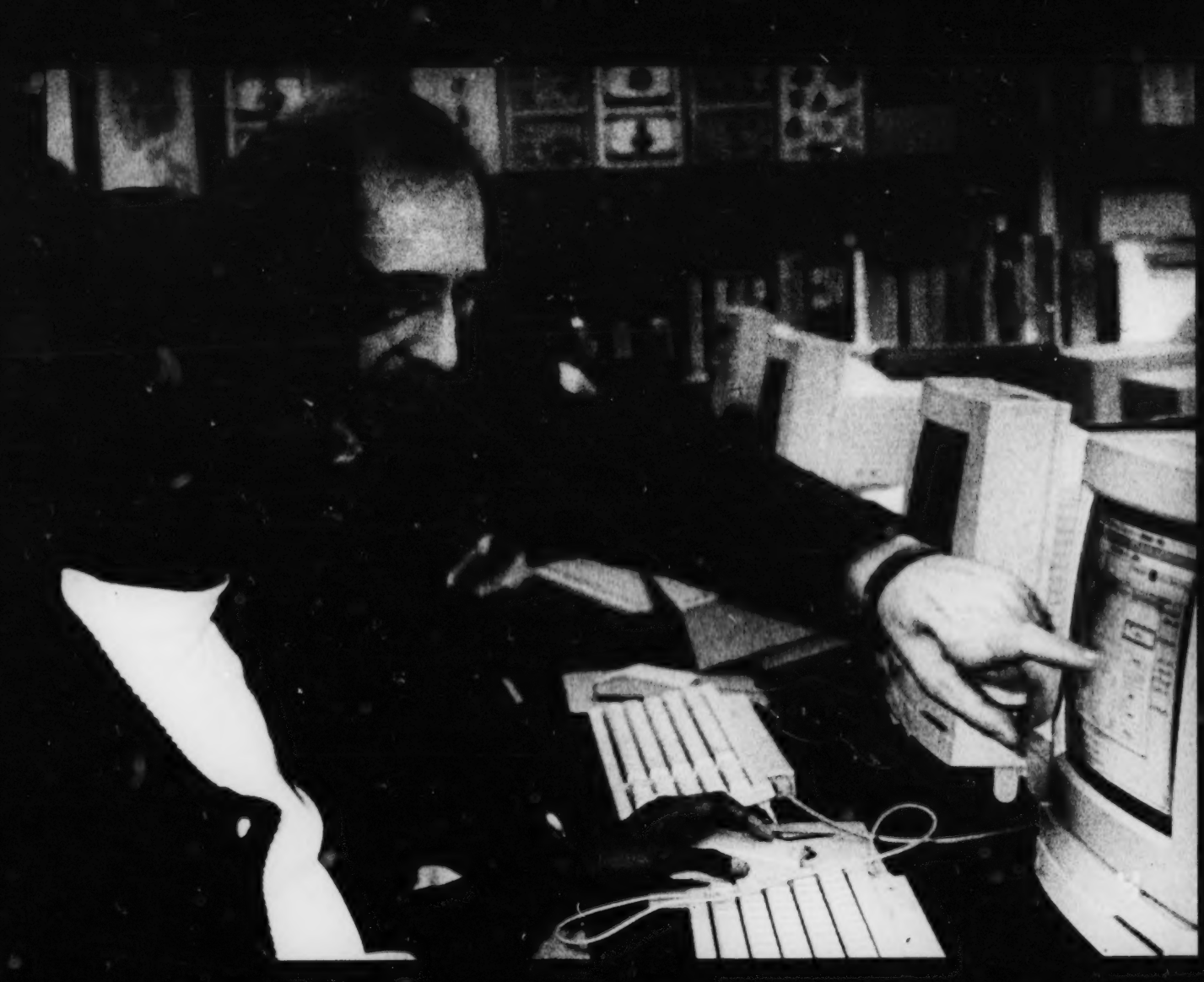
The project moves forward on a monthly basis, with four classes devoted to the autobiography in each month. In the first class, the month's outline is handed out, defining an area of specific concern. Students listen to the teacher's sample which provokes discussion and questions. In the second class, the students begin writing their first drafts which are completed at home and edited by fellow classmates in the third class. The final versions of each month's writing are completed at home and read—on a voluntary basis—in the final class of every month.

The final month's classes are devoted to the organizing of all the year's work into a unified whole. Students develop a graphic style which is carried throughout the title pages, table of contents, and chapter heads. Printing the hard cover final edition is started in class, and completed at home.

What You Need

This project was designed for remedial reading students in the middle school, but can be adapted for all settings. Kindergartners may have great fun creating a picture book with sections titled "Me," "My Family," "Things That Are Fun," and so on. Older students might work from outlines of their own creation, according to particular interests and abilities.

In-class writing and editing of the "I Am Unique" autobiography project are done at tables for two. Printing and illustration of the final hard cover editions are done at tables for six equipped with pens, pencils, guideline paper, liquid paper, markers, glue, paste, colored tissue paper, wrapping paper, ribbon, and as many exotic art supplies as can be accumulated. Hard cover blank page books from Sundance Press, and Polaroid film and cameras are important material ingredients of the program. Computers and printers can also be used to great advantage. When funds are very limited, this project can succeed using loose leaf paper books with construction paper covers.



Mathematics and Computer Science

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Business for Children

What We Do

"Business for Children" enables students from P.S. 146 in East Harlem to operate their own business and so gain a respect and understanding for the business community. I developed the program as a computer teacher, inspired by our principal at the time, Mamie L. Johnson, who was concerned that minority students have so little contact with business and with basic economic precepts.

When racial tensions in a community erupt into violence or riot, store windows are quickly broken, and looting is common. But if the children of such a community, at an early age, can feel themselves to be a part of the economic system, and can meet active business people in a direct, practical setting, the children and the community will reap the benefits together.

Students involved in "Business for Children" become knowledgeable members of the private enterprise system, learning not only the rudiments of starting and maintaining a business, but becoming, as well, savvy consumers and impressive job applicants. As their social and organizational skills improve, the students' self-confidence grows and they are motivated to continue their educational experience. They develop an appreciation of the work ethic and an appreciation of the opportunities available to the eager African-American and Hispanic entrepreneur.

> "The children had some knowledge of how to apply for a job based on the experiences of friends and family. We developed a job application which led to lessons on filling out forms and applications, and resumes, and selling oneself. The students found out that they had many more job skills than they had realized."

More Information

Roberta E. Maselow
P.S. 146 CSD 4
421 East 106th Street
New York, NY 10029
(212) 860-5877
Principal: Charles Evans

What You Need

The program is run with a business consultant who works with the children two days a week, four hours at a time. The materials needed to manufacture a product will vary according to the ages and interests of the students.

SQS

Students Question Students

What We Do

"SQS" assists students in their academic and social development. I developed SQS because I believed real learning would take place when the students themselves were actively involved in the teaching—as well as the learning—process, and when they made contact with each other through Socratic questioning.

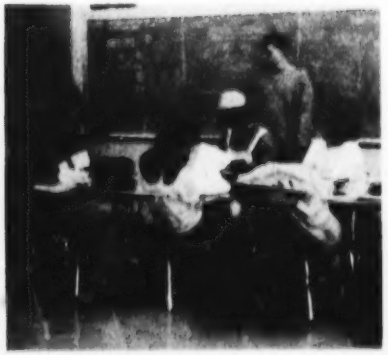
I believe students are born to question. In "SQS," students question their peers about their math homework problems or aspects of the lesson, instead of doing all the explaining themselves. The more capable students ask questions which reflect a high level of thinking skills. A student who cannot answer a question asks "Will someone please help me?" Students call on others who hang back, reluctant to participate. The students learn different types of questions, which can be asked as "how," "why," "compare," or "defend." They write down their questions and discuss their merits in the class. The development of questioning skills is ongoing throughout "SQS" and after.

"I think 'SQS' is a fun and challenging way to learn math. It has helped me immensely and math is beginning to interest me more than it ever had before. I feel more comfortable being able to communicate with my peers. I don't have to worry about making mistakes in front of everyone because everyone does and we all learn from each other." —Student in 'SQS'

"'Ask not what your class can do for you, but what you can do for your class' is a theme in our "SQS" classroom. A student leader selects other students to solve and present homework problems. At the same time, students do introductory problems at the chalkboard. Often the problems follow one another logically and the students end up teaching all of the day's lesson!"

More Information

Judith S. Engel
Bronx High School of Science
75 West 75th Street
Bronx, NY 10468
(718) 295-0200
Principal: Vincent Galasso



What You Need

"SQS" is really a point of view about students and learning. To implement the program, you don't need additional materials or technologies. You don't have to be teaching math. You need only believe that students questioning students will lead to greater involvement and a greater understanding of the material. A student-centered classroom such as "SQS" engenders requires a trust of the students, and enormous expectations for them all.

Physical Education

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Integrated Athletes

What We Do

"Integrated Athletes" fosters intergroup respect among high school students brought together in a way that maximizes their abilities while minimizing their disabilities. The participants are of similar ages, with similar athletic interests: They love to swim and to roller skate.

The first group, however, has been labeled "autistic." Unable to speak, these students are severely disabled and socially isolated. The second group, members of the high school swim team, has volunteered to serve as "coaches" for their handicapped peers. The two groups work and play together, swimming twice each week, and roller skating another two times in the week.

In roller-skating, no one is quite sure who is handicapped. Many of the autistic students really show up their coaches. Because of their excellence in this sport, the handicapped skaters have gained enormous respect from their non-handicapped peers. The handicapped skaters teach the coaches some new tricks, and much more.

Studies have demonstrated that the integration of handicapped and non-handicapped students leads to mutual respect and improved social attitudes. In the "Integrated Athletics" project the results seem to have been positive for everyone. There are fewer stares of fear, and a real eagerness to help fellow students.

> "I got the idea when I saw the Truman students' stares of fear and curiosity as they passed my 'autistic' group at the Truman pool. But when they saw how well these same kids skated in the gymnasium, the stares were almost envious."

More Information

Katy Faivre
P.S. 176
Special Education
750 Baychester Avenue
Bronx, NY 10475
(212) 671-2911
Principal: Grace G. Cavanagh

What You Need

"Integrated Athletes" is conducted at the high school level, but its principles could be carried over to any grade level, and its curricular focus could easily be shifted. So, for instance, a sixth grade science class might team up with handicapped peers to study botany and flowering plants in the community.

Materials absolutely required are largely self-evident, beginning with the facilities in which to introduce the students and provide them their shared study and activity. Transportation may be necessary, and certain video tools may be useful, for creating a record of the project.

We have defined our goals as follows:

1. To increase respect for individual differences, abilities, and disabilities among handicapped and non-handicapped students.
2. To encourage and cultivate positive attitudes among non-handicapped high school students toward their handicapped peers.
3. To improve socialization and athletic skills among handicapped and non-handicapped high-school students.
4. To improve the self-esteem of all students.

Building Our Own Brooklyn Bridge

What We Do

"Building Our Own Brooklyn Bridge" connects cultures through learning. The program focuses on personal development, team building, and community service. The community is our classroom, the bridge our chalkboard, the garden our textbook. Students create something of beauty for themselves, their school, and the community around them. We hope to motivate student progress in school, increase school attendance, enhance literacy, build life-coping skills, improve racial understanding, and stimulate community participation and service. The program brings young people from many backgrounds together to engage in challenging activities that build self-confidence, self-reliance, and the capacity to reach out and help others.

What You Need

This project draws for its resources on the eagerness of kids, teachers, and community to overcome stereotypes while discovering and strengthening the bonds among them. We have several teachers involved from many different disciplines: an English teacher guides the students with their journals and finding resource material; a science teacher assists with their gardening needs; a physical education teacher helps to shape some of the field adventures; a guidance counselor organizes the group discussions following each day's activities.

This program brings together groups that would ordinarily have no contact.

"When we first introduced the project, there was a certain amount of community resistance. People were worried about 'wild' junior high students rummaging in their backyards. When they saw the kids working in the soil, though, they quickly joined in themselves, and became a part of the team. Stereotypes were buried in the soil."

More Information

Edward Grassel
M.S. 126 CSD 14
424 Leonard Street
Brooklyn, NY 11222
(718) 782-2527
Principal: Dr. Sheldon G. Toback

Some Examples:

1. I use team building to build the Bridge—Twelve students are asked to hold a twenty-foot piece of rope. Two groups of four are the pillars of strength and two groups of two are the ends of our bridge. A volunteer is then suspended in the center.
2. A community member allows us to use her neglected garden. Students are asked to help replant the garden.
3. Students build birdhouses to bring back life to the community. We measure, cut, nail, glue, and paint.

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Global Spice Rack

What We Do

"Global Spice Rack" is a multi-sensory, multidisciplinary approach to learning about different cultures through the study of aromatic herbs, throughout history. The curriculum comes out of my own interest in herbs, which I began collecting years ago when I first traveled abroad. I have long felt that herbs present an exciting way for children to discover different parts of the world.

At the start of the program, students interview their parents to find out which herbs are used in their homes. Later they bring samples of these herbs from their kitchens to the classroom, sharing scents and recipes with their fellow students. At a neighborhood food market we look for the herbs we've seen in class, finding some easily and others not at all. Back at school, we explore the library's resources to learn where our herbs come from: often they have come here all the way from Asia, or the Mediterranean, or Latin America. We trace the routes these herbs might have taken in their travel to our class—polishing our map skills and developing new ones.

We study the folklore of herbs and herbalism, their properties, magical and medicinal. We learn how different cultures revere or disdain certain herbs, and finally we set about growing our own herbs, using all the knowledge we've gained.

> "You make a sachet by mixing herbs, essential oils, and fixatives. This mixture is pulverized with a mortar and pestle and then stuffed into a little fabric bag. If you can't find the initial ingredients, you can buy an inexpensive potpourri from Woolworth's and pulverize that with the mortar and pestle."

More Information

Elba Iris Marrero
P.S. 72 CSD 4
131 East 104th Street
New York, NY 10029
(212) 860-5831
Principal: Susan Siegel

The purpose of "Global Spice Rack" is to expose the children to different cultures and beliefs while engaging them in collaborative activities. The children increase their self-esteem as they consider their own cultures, and discover others in their community and in the world beyond.

What You Need

The basic materials, such as soil, pots, and seeds can be purchased from catalogues, as can the materials for making sachets and potpourris. Teachers will find many ready sources of materials, tools, and information from such places as the Horticultural Society, herb growers (who often provide informational catalogues and flyers) and educational institutions such as the Cornell Extension. It is often valuable to take field trips to urban parks and elsewhere, and the school library is always a natural resource for information and guidance.

Social Studies/ History

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CHINA

What We Do

"CHINA" was conceived as a project which would unite my first grade class and its counterpart special education class in a common goal, the presentation of a stage show for the Chinese New Year. By working on the show—and performing in it—together, the students might come to understand that their desires and fears are shared; that they can express their individuality while working within a team effort.

We held a joint "after the show" party so the students' families could meet and celebrate. When we viewed a tape of the show, the students teased and applauded each other in a happy, good-natured way. This was a wonderful opportunity to see developing friendships and to observe the children reaching out to each other.

> "I sewed by hand the sequins onto each costume. Each design was different, an adaptation of designs used by different ethnic groups, all living in China. The children were delighted and excited by the uniqueness of their costumes, and were easily drawn into a discussion of ethnic groups in their community."

What You Need

The "CHINA" project succeeded because of the involvement of the two class teachers, their paraprofessionals, supportive parents, and the wonderful music teachers. Basic materials, such as the cloth for costumes, were donated by the parents, by Teacher's Choice, and by the occasional largesse of my piggy bank.

More Information

Ellyn C. Roberson
P.S. 6 CSD 2
45 East 81st Street
New York, NY 10028
(212) 737-9774
Principal: Carmen Fariña

Trading Places

Intergroup Respect Through Research and Role-Playing

What We Do

"Trading Places" asks students to think critically and to examine opposing points of view on various ethnic issues in the news. They do this through role-playing in which all sides of an issue are analyzed and debated.

Together we choose a current issue in the headlines, such as the conflict between African-Americans and Hasidim in Brooklyn. The students read news accounts from as many sources as possible; they interview their parents and friends and develop a position. Each student then researches background information on a specific group's history and culture. In class, students on opposing sides role-play their positions. After the scene has been played out once, each student must "re-position" himself, resuming research from a new angle, and the role-playing is repeated, with each student in the opposing position.

As the students apply their thinking to an engaging, controversial issue, their analytical skills are honed while they broaden their understanding of the historical, social , and cultural aspects of groups within their broad community.

"Trading Places" incorporates current events, research, writing skills and communication, and theater.

What You Need

A project like "Trading Places" depends heavily on the community at large for its materials. Students will conduct interviews with parents, peers, and others in the community. Newspapers and magazines can often be brought from home, but some will have to be purchased with the school's funds. Students will watch the local and national news programs for summary information of current events, but will depend on the library resources for historical background. Some video programs and equipment may be useful in such pursuits.

"I developed this program because many students—who have Hispanic, Chinese, Jamaican, and Korean backgrounds—come to my classroom with stereotypical ideas about other ethnic groups, stereotypes which surface in the class review of current events."

More Information

Evelyn L. Schechter
P.S. 200 CSD 25
70-10 164th Street
Flushing, NY 11365
(718) 969-7780
Principal: Elaine Lulka

Reaching Out

What We Do

"Reaching Out" is a multi-disciplinary program which incorporates basic curriculum areas into the teaching of values. The program was inspired by Catherine C. Marlowe, the former principal of P.S. 153. We developed this program because the breakdown of morals and values in today's society make it critical that a program teaching values, harmony and love be developed and implemented in our city schools.

"Reaching Out" is different from other programs because over a six-year program—from kindergarten through fifth grade—it strives to eliminate bias, prejudice, and discrimination by teaching children how to love one another. Its goal is to give children an opportunity to share the feelings of love, caring, and giving, and to reach out to the school and the community through the understanding of values that promote peace, respect, self-esteem, forgiveness, equality, and tolerance. The program promotes an awareness of stereotyping, bias, prejudice, racism, and discrimination.

What You Need

This is a project which calls on the earnest, devoted efforts of the entire school. The teachers incorporate the activities into their basic curriculum areas. In addition, the students and teachers reach out beyond the school, into the community, helping the needy by conducting drives for food, toys, or clothing. The lessons of sharing, loving, and caring are taught anew when the students visit nursing homes, or write letters to soldiers near combat.

> "The program begins in kindergarten, introducing to the children the concepts of self-esteem, friendship, cooperation, and values. Each year we introduce more concepts, such as peace, stereotyping, respect, bias, prejudice and love. By the program's completion in the fifth grade, the students have developed the most important skills for living harmoniously with people of varied races, religions, and cultures."

More Information

Barbara Stavola & Irma Feldman
P.S. 153 CSD 24
60-02 60th Lane
Maspeth, NY 11378
(718) 821-7850
Principal: James Thompson

Peaceful Dove
Teach us how to Love
And live in harmony
with others.
Show us the way
We can bring peace
Into our hearts,
Into our families,
And into the world.
For it is in caring, giving,
And reaching out to others
That the true meaning of peace
will be found.

Catherine C. Marlowe
October 2, 1991
Dedicated to the Staff of P.S. 153
Who understand & live
The meaning of Love & Peace.

Listen to the Children

What We Do

"Listen to the Children" explores the effectiveness of values education by arousing the social conscience of elementary school children. Lessons are formulated to inform students of specific instances of racial bias and tension and begin a dialogue to develop critical thinking for conflict resolution.

Students are made aware of the diverse cultures in their community and the basic attitudes necessary for these cultures to exist side by side. The class begins its researches using newspapers, magazines, and videos. Guest speakers visit the class to tell of their various ethnic and cultural backgrounds, and the students come to understand the fabric of their community, sewn sturdily with many different threads. The children engage in discussions of the racial problems which threaten this fabric, and possible solutions.

The culmination of this project is an original book of children's solutions for racial harmony: poems, letters, essays, short stories, character sketches, interviews, illustrations, recommendations, and so on. The book is professionally printed and distributed by local community development associations. Profits from the sale of these "Listen To the Children" books are given to UNICEF to help the world's needy children.

The "Listen To The Children" project makes students aware of particular incidents of racial prejudice and bias occurring in their community while they study. The final goal of the project is to guide the students toward becoming socially responsible citizens who know the importance and difficulties of cultural, ethnic, and racial diversity in the community.

"I Have a Dream"
I Have a Dream
I Have a Dream
That all men will be equal
and that freedom will ring
We are all God's children
We are all brothers and sisters
So, we all should help the weak
and the poor to survive
And one day I hope my dream will
be realized.

Kevin Lee

More Information

Elizabeth Tronconi &
Barbara Wolf
P.S. 83 CSD 11
950 Rhinelander Avenue
Bronx, NY 10462
(718)863-1993
Principal: Ronald Imundi

What You Need

"Listen To The Children" requires the involvement of teachers, students and the community. Bookmaking materials, newspapers, magazines, and videotapes of news events are useful resources. Assistance from local groups in publishing, promoting, and distributing the books is a great enhancement to the project. We worked with the Morris Park Development Association.

Immigrant

Strengths and Struggles

What We Do

In our heterogeneous classrooms, children are mixed by race, class, and abilities. They need skills that help them navigate in a world of diversity. "Immigrant Strengths and Struggles" shows students that people are connected to one another, that movement and change are an important part of people's need to fulfill themselves.

The purpose of this project is to help children develop an understanding and awareness of the struggles of people different from themselves while discovering their own family stories. This process is empowering to children for it strengthens their sense of who they are, of who their classmates are, who their neighbors are, and who the people are in New York City.

"Immigrant Strengths and Struggles" begins by looking at each child's life, and its changes. We chart this information and the children begin to interview family members and to explore family concerns. As they themselves re-tell the stories, they garner a new respect for their own tradition, for their own lives, and for the lives of one another.

Our stories become the stories of groups and cultures. They deepen in time and thicken with complexity. The children become aware of other cultures, and begin to discern issues of prejudice and stereotyping. They use current news stories to discuss such issues in the classroom.

As the project continues, the children come to sense the historic processes at work in their lives, and begin to appreciate the factors that impels families to emigrate. Notions of "freedom" and "justice" loom larger in discussions as the students examine choices people have had to make in search of a better life.

> "People today lack the tools to form vibrant harmonious communities. In order to acquire these skills we need to become more sensitive to our own stories and the stories of others. It is only by so doing that we will see clearly that what we share is our humanity."

More Information

Anna Allanbrook
Brooklyn New School CSD 15
330 18th Street
Brooklyn, NY 11215
(718) 330-9282
Director: Mary Ellen Bosch

What You Need

"Immigrant Strengths and Struggles" involves the student at every level, and the program that works on as many of those levels as possible will be among the most successful. Class trips to restaurants, or to the Brooklyn Historical Society and other museums and landmarks of the immigrant experience are enormous stimulants to the imagination and understanding. Books such as Betty Bao Lord's *In the Year of the Boar and Jackie Robinson*, *La Yaqua Days* by Cruz Martel, and William Jacobs' *Ellis Island* reveal the multi-faceted nature of the immigrant experience, and there are many videos which do the same. The more parents and neighbors can become involved in the project, the more implements like video and audio recorders are available, the more the students' eagerness will be rewarded.

RARE

Respect And Racial Equality

What We Do

The purpose of "RARE" is to develop awareness and sensitivity to the issues surrounding racism. We wish to empower students to address the problems directly and actively rather than with passive aggression. We want to join the techniques developed by conflict resolution mediation to those of investigative journalism. This juncture of disciplines provides students with the tools to creatively effect change within a framework of responsible behavior.

The students conduct a series of interviews trying to grasp essential differences in racial attitudes among those whom they encounter in their daily lives. Fellow students, community representatives, faculty and school administrators, students from other schools, local merchants, area police and politicians help to identify and resolve local conflicts and racial tensions.

What You Need

The subjects of racism and conflict are well-suited to global studies and the U.S. history curriculum. For example, in the study of South Africa, the history of apartheid and the current negotiations between Nelson Mandela and Prime Minister De Clerck provide dramatic examples of human rights violations and racism. In U.S. History we read and research the Constitution and the rights it affords its citizens. We use worksheets that define and break down samples of the law and the Constitution, and students become very excited as they discover the details. Students read biographies of famous civil rights activists and learn to associate the past with the present.

"Students asked 'Why are there so few white kids at Julia Richman? What can we do about people in the neighborhood who think we are going to grab their pocketbook when we walk to school? Why are the police so intimidating at the subway? How come the teachers tried to stop us from hanging a poster of Malcolm X in the hallway during Black History Month? How come the local merchants follow us around when we enter their stores?' Our students were angry and frustrated. We knew we wanted to do something. So, together we started RARE."

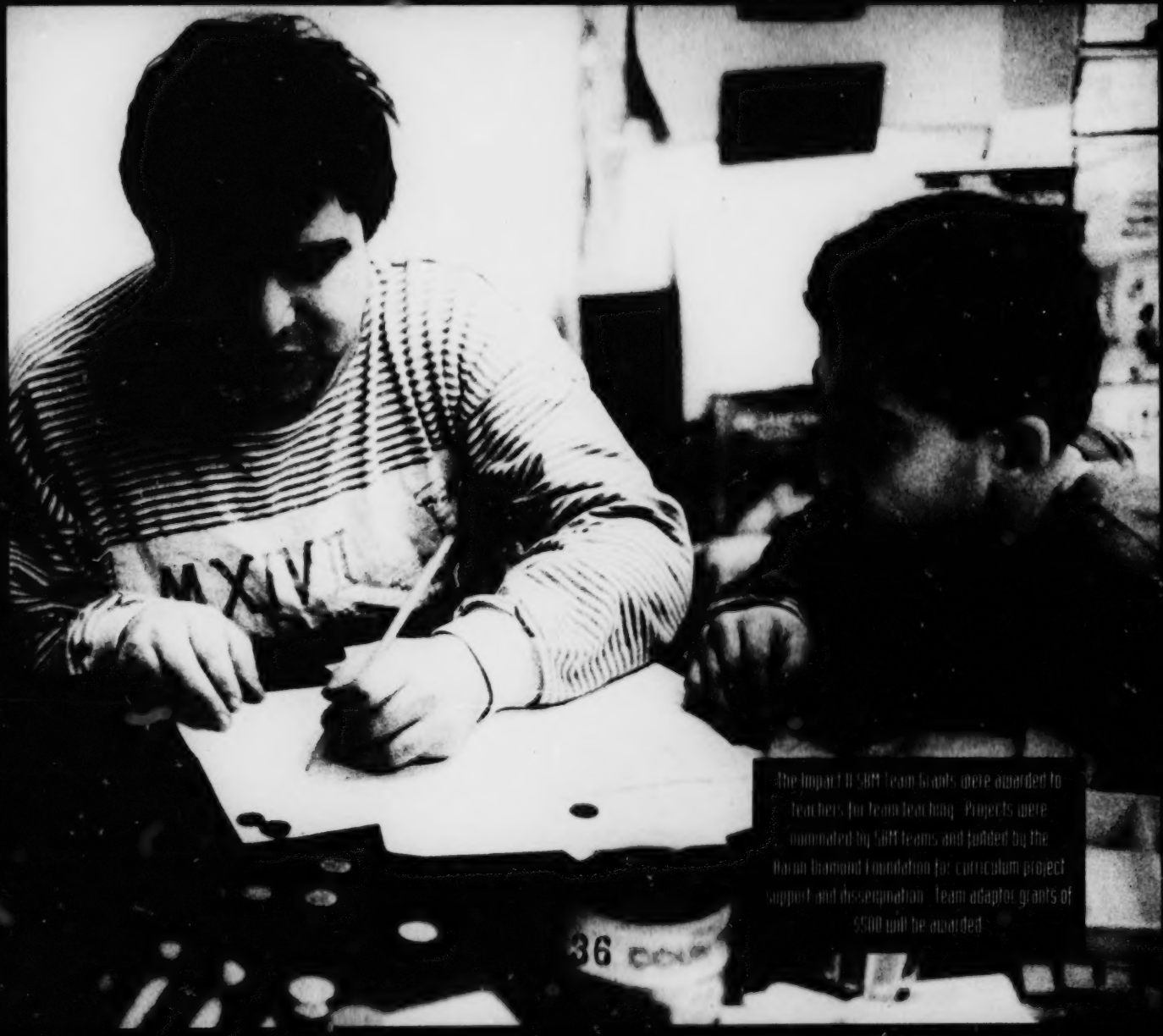
More Information

Maureen Kenney Nobile
Julia Richman High School
317 East 67 Street
New York, NY 10021
(212) 316-5300
Principal: Susan de Armas

The work, in "RARE," of encountering and exploring with community members the roots of racial unease requires the support of the community, the local police precinct, civic council, interfaith associations, neighborhood associations, and certainly the school's administrators, parents, and teachers.

WE GIVE RESPECT, WE'LL GET RACIAL EQUALITY. WE ARE RARE

SBM Team Grants



The Impact II SBM Team Grants were awarded to teachers for team teaching. Projects were nominated by SBM teams and funded by the Baron Diamond Foundation for curriculum project support and dissemination. Team adaptor grants of $500 will be awarded.

A New Mythology

What We Do

"A New Mythology" is a stage and puppetry program that creates a series of original plays about such contemporary issues as pollution, discrimination, disease, war, drugs, and poverty. The children put these problems into a fictional or mythological context, using fantasy, science fiction, and folk tales. The children are able, through writing, rehearsing, and improvising, to manipulate scenarios such that overwhelming problems are defused and conquered. The program focuses on the text of a play to help children read and write, and come to grips with their complex emotions.

It begins by guiding a class discussion around a particular theme, or using literature applicable to their social studies work. The children share their ideas, feelings and experiences. Then the communication arts teacher takes them through a series of improvisations that address the subject they're studying. After several weeks of exploration, the classroom teacher and the communication arts teacher either present a story developed by another class or begin to develop a new story from which the "problem" can be solved by a diverse group of characters. A skeleton script is written, using the words and actions of the children. In this period, also, the children might be designing and building the puppets or constructing and painting the sets. After a number of revisions, the kids begin to work from the script and to memorize their lines. They are ready now, after two months of talking, researching, improvising, writing, and rehearsing, to approach the most rewarding part of the process, the performance.

"As educators and artists our challenge is to produce material that responds to the needs and stimulates the imaginations of our young population. What we need in our classrooms is original dramatic material that elicits an immediate identification from children of diverse backgrounds, that lets the children know their experiences are valid and can be transformed into artistic expressions, and that enables children to master familiar conflicts and empathize with unfamiliar ones."

More Information

Lisa Bianco, Cyndi Kerr, Susan Radke & Leslie Soha
Lower East Side School
CSD 1
442 East Houston
New York, NY 10002
(212) 982-0966
Director: Melissa Seligman

What You Need

"A New Mythology" requires the participation of a classroom teacher, a communication arts teacher, a music teacher, and very importantly, the parents. Each project takes about six weeks or forty-five hours.

At rehearsals, many parents are there to assist with props, costumes, and sets. Parents will work one on one with students who have trouble learning lines. They are helpful as well with obtaining supplies and equipment. The project requires paint, art supplies, platforms, a portable puppet theater, cloth, literature, a microphone, speakers, and adequate staffing hours.

Mentors for Students

What We Do

In the "Mentors for Students" program, a staff member volunteers to "adopt" or "mentor" a student in need of emotional support. Many children do not find this sort of support in their homes, where their parents are sometimes absent or otherwise unable to help with homework, to listen to the child's problems, or to offer alternative ways of behaving. The mentor sees the student at least twice in the day, usually at the start and end of the school day. They will often meet at lunch time or when the regular student is absent. During these meetings they talk about schoolwork, homework, books, activities, and whatever's on their minds.

The mentors themselves meet formally once a month and often informally to plan, talk, and share ideas. The classroom teacher is in touch with the mentors, keeping them apprised of the student's progress in school. Parents, too, become involved as they meet with mentors and even volunteer to help with the Friday afternoon activities.

The listening/speaking strands of communication arts are emphasized. We want our students to become better listeners so they understand what is being asked of them, and better talkers so they have an alternative outlet to inarticulate violence.

What You Need

Staffing in this program is entirely voluntary, open to all the adults in the school community, including if possible parents. Materials needed include the contracts, gym equipment, a VCR, and a television.

"Students sign a contract agreeing to participate regularly and seriously in the mentoring program. In return, the students receive the special concentration and help of the mentor and also the right to participate in special Friday afternoon activities. These include individual and group physical education opportunities, as well as exciting rap sessions. The Friday activities are a great motivator for the students and a great opportunity for them to relieve the pressures of a long week of hard work."

More Information

Alexis Nuñez, Billy Martinez & Simpson Gray
P.S. 5 CSD 7
564 Jackson Avenue
Bronx, NY 10455
(718) 292-2683
Principal: Jose Graciano

Students As Authors

More Information

Kenneth Thomas, Ruby Glickman & Deborah Bergen
P.S. 61 CSD 12
1550 Crotona Park East
Bronx, NY 10460
(718) 542-7230
Principal: Althea Serrant

"Tamika wrote a book entitled 'A Rainy Day' inspired by Carl Sandburg's poem 'Fog.' She chose Jose to illustrate her book. They met and worked together in the reading room, explaining their thoughts and sharing decisions. When they were finished they showed the material to the teacher and several other students. Jose and Tamika went to the PGA publishing center and chose a cover for the book. They learned how the book would be bound. It was very exciting for both of them."

What We Do

"Students As Authors" is a writing and publishing project to interest students in reading and writing, using a whole language approach. Students improve in self-esteem and in their ability to work together in a positive environment as they build their reading and writing skills. Parents and teachers work together with individual teachers and their classes to guide students through both the writing and book-making processes.

Students share their original work with peers who help them to evaluate and revise their writing. The Parent Guardian Association (PGA) publishing center instructs students in the preparation of the final material for publication as a book. Students travel to professional publishing sites such as the district office publishing center and the New York Times, and take library trips every month. These trips are an important way to involve the student-authors.

The PGA arranges book sales as a means to bring good literature to the students' attention, and also to provide trade books to the students. These books become a permanent part of the school library.

What You Need

In order to accomplish its goals, the project requires a book binding machine as well as arts and crafts supplies such as paper, rulers, markers and crayons, scissors, glue, cement, wallpaper samples, contact paper, and a heavy-duty stapler.

Author Spotlight

What We Do

"Author Spotlight" is a project that involves reading many of the books written by a particular author, and learning as much as possible through his/her writing. Each class chooses one author to study, and the teacher collects biographical information from a variety of sources. The teachers and children gather and display as many of the author's books as possible, as well as concrete items that relate to the books. A bulletin board for the students' artwork, pictures, and writings is selected and prepared. The books are read, either orally by the teacher, or by the students individually and in cooperative groups. Teachers and students decide on activities for each author study. These activities could include: art projects, cooking experiences, writing letters to the authors, drama activities and relating the books to other curriculum areas. In addition, to further strengthen the writing-reading connection, the students will reflect on the books in a Reading Journal.

Parents are invited to share in the "Author Spotlight" by assisting in the classroom during the author study, and to hear their children read the books they have written. We will also invite local authors to present their books, and parents will be invited to this event. We have planned to incorporate parents into this project by presenting workshops on "How to Read to Your Child," and providing books for this purpose.

What You Need

The extension activities for these books are limitless and have provided us with numerous opportunities for enrichment. Many of these extension activities lend themselves to small group activities, and we have found ourselves using more cooperative learning strategies. One sixth grade teacher and two third grade teachers are involved in this project. The basic materials are the books written by the selected authors. Our SBM facilitator and the reading staff developer provide technical assistance to the teacher in order to implement this program. A parent trainer from the Office of Parent Involvement is providing training to the parents. The curriculum subcommittee in our school is currently developing a teacher resource center. In order to further support this project, we will order many resource materials that will be available to teachers and help them implement "Author Spotlight" in their own classrooms.

"Many schools have decided that they would like to embrace a whole language philosophy but they are uncertain as to where and how to begin. We have found that Author Spotlight is an excellent way to do this. We have also found that this project has laid the foundation for interdisciplinary teaching since many of the books lend themselves to integration into other curriculum areas."

More Information

Charlotte Hodge &
Regina Bufford
P.S. 183 CSD 23
76 Riverdale Avenue
Brooklyn, NY 11212
(718) 495-0952
Principal: Bonnie Epps

Learning in the Community

The program was developed after years of observing that traditional, school-based instruction was neither meaningful nor productive for students once they had to leave the public school system. Peg-boards don't help students with job placement. Busy-boxes don't teach students to play games with their peers. Students won't learn to dress with a button-board nor to fold their clothes by folding paper. We developed a curriculum to prepare students for life after public school, a curriculum in which training in a natural environment works far more effectively for acquiring and applying new skills.

A community-based instruction model begins with the family. Dialogue with parents provides insights into the students' home life, interests, strengths, and family needs.

What You Need

All teaching/therapeutic staff can be involved in this project. Classes participate together in small groups, maintaining staffing ratios. Materials include identity cards, communication books or boards, picture symbols, menus and lists representative of community locations, as well as other teacher-made language materials.

More Information

Dorothy Muller
P.S. 233 @ I.S. 25 CSD 25
34-65 192nd Street
Flushing, NY 11358
(718) 886-3456
& Karen Lowell
P.S. 233 @ P.S. 130
200-01 42nd Avenue
Bayside, NY 11361
(718) 224-0490
Principal: Susan Erber

What We Do

Students with multiple physical and mental challenges learn best in community-based environments. These allow students to develop skills and apply knowledge in settings where they live, work, and play.
Individualized programming in four areas of learning —domestic, vocational, recreational, and communications—is developed for each student. This may include food shopping, cooking, job site experience for vocational learning, swimming, bowling, library use and ways of developing communication with members of their communities.

> "All students need to learn community living skills and community travel so they can become best prepared for the responsibilities of adulthood, serving as participating, contributing members of society. The philosophy of this project and the implementation model have application for all students. While we address the learning levels and needs of multiply handicapped students, community-based instruction can be adapted to the needs and interests of any student, in any community.

Discovering Cultures Through Books

What We Do

"Discovering Cultures Through Books" provides our children with a wide variety of multicultural perspectives around universal themes presented in children's literature.

The classes visit the school library and explore its several areas, learning its resources and system of classification. Their teacher and the librarian assist and guide the students in selecting materials relevant to a particular universal theme, such as the victory of good over evil, the happy endings theme, rags-to-riches, persistence to task, the triumph of truth and honesty, and so on. Groups engage in a variety of activities that emphasize knowledge of different cultures and encourage critical and divergent thinking, analytical thinking, and comparing/contrasting.

We want to challenge and nurture children to become thoughtful human beings, able to express their thoughts and ideas, to turn ideas into action, and to appreciate their value in the real world. We achieve this by focusing on critical thinking, communication skills, and a richer awareness of the larger community, beyond the school and their immediate family.

> The librarian coordinates the storytelling contest beginning by reading aloud to the students many kinds of stories. The school's winner will go on to the district-wide contest, but the goals of our preparation are for all the students to improve their reading abilities by exposing them to literature from all around the world. As the students encounter well-written and diverse materials, they develop a confidence in their own abilities of self-expression as well as a love for reading and a heightened imagination.

More Information

Parveen S. Kahn, Juliette Dailey, Christine Lilly & Marcelle Phillip
Huntington Prep CSD 28
109-20 Union Hall Street
Jamaica, New York 11433
(718) 526-1904
Principal: Sheldon Roach

Children learn to be active, responsible participants, confident in their conviction that learning is their lifelong inalienable right.

What You Need

The materials needed to launch this program can be found in any school library: a selection of children's literature from different cultures, and videos of similar stories. Look for books and videos which will stimulate values discussions, and always try to involve the parents in the sessions.

Desktop Publishing for Students

What We Do

"Desktop Publishing for Students" combines communication and computer skills to produce a school-wide student-generated newspaper. The teachers who developed the project wanted to show that computers can be active participatory tools, useful in settings meaningful and exciting to students. A topical school newspaper, written and printed by students, seemed an especially good way to fulfill this goal.

One of the project's main achievements was to involve students in a real life situation requiring the use and refinement of communication art skills, including speaking, interviewing, working in teams, and writing. In our multi-ethnic community we have seen students in the "Desktop Publishing" program develop a greater appreciation of the diverse talents and skills possessed by all of us in the school community, and outside it. The students learned to interact with greater ease, and together gained greater competence with computer and language skills.

> "The most exciting moment of the project—for the teachers—is seeing the students' faces as others read (and admire) the completed work, child of their labors, their newspaper!"

More Information

Sharon Byrne & Steve Wills
P.S. 76 CSD 30
36-36 10th Street
Long Island City, NY 11106
(718) 361-7464
Principal: Philip A. Zemmel

What You Need

The project originally used Macintosh LC computers, with an Apple LaserWriter IINT printer and 'The Writing Center' software. Schools with IBM computers and printers may use 'Express Publisher' software, and schools with Apple IIe's may use 'Children's Writing and Publishing Center' software.

Some schools may want to begin with a class newspaper, and then use students from other classes to cover specific interesting topics. One class in our school published a newspaper as though it was written during the American Revolution. Let everyone write: science teacher, music teacher, PTA president, school crossing guard, and students, students, students! The possibilities are infinite.

Breaking Bread In Harmony

"In a school where there is a population of mostly one culture, this project exposes and expands the knowledge, skills, and attitudes toward understanding other cultures. In a school where there is diversity, this project can enhance the uniqueness and self-esteem of all cultures in the school.

What We Do

"Breaking Bread In Harmony" is a peer-tutoring project using all curriculum areas. The project offers students the opportunity to communicate in speech and writing, for parents to articulate the family heritage, and for teachers to learn and grow from the process of baking breads from all the nationalities represented in the class, the school, and the community.

The project begins with a study of nutrition and the food chain. Information is shared among teachers, students, parents, tutors and those being tutored. Together these groups collect material about breads from around the world, illustrate the information, and use what has been learned to actually bake these many different breads. Students consider geography, and why particular breads are shaped and eaten in particular ways, and the psychological importance of being together as bread is eaten. They visit the school lunchroom where they have a dynamic, hands-on lesson from the school nutritionist, and where they have a chance to bake some bread. In addition, students move out into the community, visiting neighborhood bakeries, and interviewing teachers, friends and family members about recipes and heritage. The project culminates in a baking book filled with every family's bread recipes, as well as information on the nations and cultures that eat the breads.

What You Need

We want to challenge and nurture children to become thoughtful human beings, able to express their thoughts and ideas, to turn ideas into action, and to appreciate their value in the real world. We achieve this by focusing on critical thinking, communication skills, and a richer awareness of the larger community, beyond the school and their immediate family. Children learn to be active, responsible participants, confident in their conviction that learning is their lifelong inalienable right.

More Information

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P.S. 1 CSD 2
8 Henry Street
New York, NY 10038
(212) 267-4133
Principal: Marguerite Straus

CLASS

Cooperative Learning Around Science & Social Studies

What We Do

Two second grade teachers with specialties in early childhood science and social studies split their classes into two groups, each with half of one class and half of the other. During two periods a week the children have social studies and science lessons with one or the other of the cooperating teachers. In the class with the science teacher, the science aspect of the week's theme is stressed, while the social studies teacher will stress that aspect of the theme. One group will begin the week with science and have the social studies later, and the second group will begin with science and move on to social studies.

The "CLASS" project began as an attempt to let grade school teachers concentrate in their specialty areas, science and social studies. It happened that students in one of the two original second grade classes were well above average learning ability, while the second class was made up of students of average or below average ability. The experiment provided the means to show that students of different learning styles can develop a greater potential working together.

The teachers began by explaining to both classes that they each had specialties in particular areas and that the students could benefit from these specialties. The dividing up of the class was explained, and each student was asked to provide a list of four children whom they would like to have in their group. The children understood that at least one of the children on a list would be grouped with the child who made the list. In their groups, the children had free rein to develop group roles and agendas. Some groups assigned these roles by a majority vote, while others worked out a lottery system. Some groups rotated the roles weekly, while others assigned the roles on a permanent basis.

The "CLASS" project promotes the principles of cooperative learning among the two classes, the two groups engage in face to face interactions, and children of diverse backgrounds and intellectual abilities share the same learning experiences.

> This project began as an experiment for cooperating teachers, and it worked!

More Information

Sharon Gross-Hershman &
Ann Henry
PS 207 CSD 10
3143 Kingsbridge Avenue
Bronx, NY 10463
(212) 796-9645

What You Need

"CLASS" can be adapted to any subject area or grade level. For example, a high school English teacher can team up with a social studies teacher to share classes about the Civil War.

"CLASS" projects can be developed across grades. "CLASS" offers a non-threatening way to integrate a special education child into the mainstream. Such a child, strong in a particular area, could work in that area with a "CLASS" project, building self-esteem and new skills.

Any teacher with a specialty area—whether by training or passion—can concentrate on this specialty through "CLASS" projects. It is terrific for school morale, rich in opportunities for peer support and collegiality.

Book Buddies

What We Do

In the "Book Buddies" project, young adolescents read aloud to young children stories the older students loved when they were themselves just starting school. In this way a gap is bridged, and bonds are ties.

Eighth graders bring in their favorite childhood books, from home or the library. If there are thirty-one children, we have thirty-one books to share during any given time-period. The young children pick a buddy from among the older group and the two classes meet twice a week, buddies greeting each other with open arms, and sharing their thoughts and feelings. They catch up on developments since their last meeting and then read the story the eighth grader has brought.

"Book Buddies" was developed to encourage a love of reading in a cooperative learning atmosphere. It promotes an awareness of other cultures and communities and lets the adolescents show their feelings without a fear of being vulnerable. Their self-esteem is built up by the younger children who look up to them for help in reading and writing. The younger children benefit immediately by the reading and writing help given by positive role models able to communicate at an appropriate level.

On special occasions, events and trips, parents are encouraged to be involved. This creates a kinship between parents and the school so that the school becomes a place of learning and warmth for students young and old, and for their families.

"Kindergartners could be paired in a 'Book Buddies' project with fifth graders to develop an inter-class camaraderie within a single school. Junior highs are best matched with elementary schools in the same neighborhood so the paired buddies see each other outside the school setting. In this way, the younger children come to look forward to, rather than fear, their years at junior high."

More Information

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M.S. 45 CSD 10
2502 Lorillard Place
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Principal: Joseph Solanto
& Katie Brown
P.S. 86 CSD 10
2756 Reservoir Avenue
Bronx, NY 10468
(718) 584-5585
Principal: Sheldon Bernardo

What You Need

To be successful the "Book Buddies" project needs the dedication and commitment of two teachers and two schools willing to cooperate. The materials needed are construction paper, white writing paper, glue, markers, crayons, and basic book-making materials. Books, fairy-tales, and classics are the essential material need. Trips to theaters, museums and cultural events, with buddies and parents are important supplements to the program. We also try to get involved with homes for senior citizens, to provide the children with a full life-cycle experience.

ROPES

Real Opportunities Providing Education & Service

More Information

Abbie Zwillinger &
David Ackerman
I.S. 88 CSD 15
544 7th Avenue
Brooklyn, NY 11215
(718) 330-9325
Principal: Eugene Weiss

"Last year, during Career Education Week, one of our former Special Education students returned to share with some of our classes her experiences as a student. She had been involved with 'ROPES' at its initiation, working at our hospital site. She had gone to a high school with a strong health program and told us that she was graduating and going on to a training program to be an x-ray technician. She explained that her year with the 'ROPES' program had led her to choose the high school, and that without 'ROPES' she might not have discovered so promising and rewarding a career."

What We Do

"ROPES" is a comprehensive, interdisciplinary school and community service program, piloted in our Special Education classes where the need was great for real life work experience. The program and its individual teachers have earned State, City, and District grants. We provide services to agencies as diverse as public schools, senior citizen centers, and mental development centers.

"ROPES" started in September, 1990, with forty-five students. In-school service has developed into two major components, Service Squads and Monthly Projects. We run two successful monthly projects, the City Harvest Food Drive and Toys for Tots. We do peer tutoring in four public schools within our district, and maintain our ties to community agencies.

Through our SBM/SDM Restructuring Committee, we have integrated the needs of our Service Program into the restructuring plans for grades 6 through 8. Each grade is responsible for a particular area: Grade 6 organizes and runs monthly community service projects; Grade 7 focuses on school service programs; Grade 8 works in community service. In addition, we are developing a curriculum to address all aspects of our service program.

What You Need

The "ROPES" program draws its resources from within the students, there are some distinctly real-world materials that help it work smoothly. We use photo I.D.s for all students involved in service squads and working in community agencies. Service applications and parent/student contracts must be available, as well as complete listings of service jobs in the schools and communities. Incentive programs, providing T-shirts, movies, trips, and so on are very effective for recruitment and productivity.

Teachers Work Together Planning and Teaching

"This project was developed to tap the passion and expertise that enriches our community of teachers

More Information

Marion Tang, Mary D'Aquila & Amy Cheung
Murry Bergtraum HS
411 Pearl Street
New York, NY 10038
(212) 964-9610
Principal: Elsie Chan

What We Do

You've heard of cooperative learning... well, now there's cooperative teaching and planning! In this project teachers work together to plan and present the best possible lessons. Typically an experienced teacher will team with a new teacher—new to teaching or perhaps just new to the course. With this combination, the more experienced teacher will act as mentor to the partner, providing suggestions on lesson planning and advice on classroom management. The less experienced teacher will benefit from having someone to turn to for immediate feedback to questions and problems. Two experienced teachers working together will benefit from cooperative teaching and planning. Creative ideas are shared, and helpful hints exchanged.

The project begins with the team reviewing and possibly revising the course curriculum. The teacher team agrees on lesson aims, lesson content, and the schedule of assignments and exams. All of this is written up as a handout to be passed out to the team members' classes. Team members meet daily to discuss the approach to a particular lesson aim, to provide useful feedback on lessons taught, discuss new worksheets, exam questions, and so forth. The work of class preparation is shared among team members, so that, for instance, one teacher may prepare a worksheet of problems to supplement the class lesson, while another prepares review notes to help the class study for an upcoming test, and a third team member prepares a review sheet of practice problems for the test. Each teacher on the team will prepare a separate test, but the tests are rotated through the members' classes so that all the students take tests prepared by every team member. In this way the teachers ensure that similar material is covered and minimal standards are maintained.

Students know their teachers are involved in cooperative teaching and planning, and appreciate and benefit from the arrangement. Every student receives a copy of the homework assignment sheet, and so sees at a glance the lesson aim for each day, the daily homework, reading assignments, and the exam schedule. Students are able to plan ahead, design their work schedules, and seek help before they are surprised by exams or long range assignments. Because the team teachers are covering the same material in similar ways, students are able to approach any of the team members for guidance and tutoring. The team shares the responsibility for giving extra support and help that students sometimes need.

What You Need

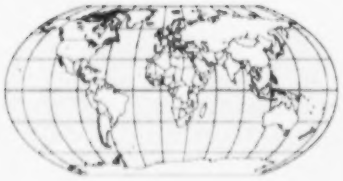
Two or three teachers have to get along well enough to work closely together in the discussion and preparation of all materials.

The department chair must be willing to schedule these teachers to teach the same course, to share the same lunch and preparation periods.

For the handouts in this project, a computer printer able to produce clear rexographic sheets is a must.

In our math work, students need rulers, geometers, protractors, compasses, graph paper, and four–function calculators.

Global Studies Interdisciplinary Institute



"Two teachers from different disciplines create a unique dynamic when working in a shared area of the curriculum. Such a dynamic can provide refreshing and illuminating insights in the study of a culture, its literature, and its history.

More Information

Anthony Annunziato & Barbara Jacobson
Grover Cleveland HS
2127 Himrod Street
Ridgewood, NY 11385
(718) 381-9600
Principal: Myron L. Liebrader

What We Do

This project for ninth graders combines history and literature to allow students to experience the writings, cultures, and histories of regions and nations represented by the school's students and faculty.

As Grover Cleveland High School's community blossoms with immigrants from all over the world, it becomes more and more important to offer a greater understanding of the many ethnic groups among the students. Together, teachers and students explore the world through the literature, culture and history of particular regions. Team-teaching allows the students to see a country through several disciplines and perspectives. Students whose own cultures are being considered contribute personal experiences and insights.

The project concludes with a party, rich in the wonderful tastes and smells of foods the students bring, reflecting the wealth of ethnic and cultural diversity!

What You Need

In this project, the social studies and English departments must cooperate, each supplying a teacher for the class, and together arranging for a program coordinator, who will arrange the details of class trips.

Students will be provided with novels relevant to the cultures and regions under consideration, and will need a VCR to view appropriate films.

IMPACT II Grant Review Committee Members

Ronnie Birman	P.S. 316, CSD 17
Vincent Bono	New Dorp H.S., Staten Island
Zina Burton	C.E.S. 63, CSD 9
Michael J. Carr	Office of SBM/SDM
Marilyn Dixon	P.S. 36, CSD 5
Barbara Ann C. Ellis	P.S. 14, CSD 31
Ellen Goldstein	Science Unit, NYC Public Schools
Michael Haas	South Shore H.S., Brooklyn
Audrey Green	P.S. 130, CSD 2
Eileen Krieg	New Dorp H.S., Staten Island
Robyn Forman	Abraham Lincoln H.S., Brooklyn
Rose Reissman	P.S. 200, CSD 25
John Poreba	P.S. 97, CSD 1
Mark Richman	Abraham Lincoln H.S., Brooklyn
Lenore Roseman	Beach Channel H.S., Queens
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Stan Rosengart	Harry S. Truman H.S., Bronx
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Andrew Schlossberg	P.S. 190, CSD 19
Carol Seltzer	CSD 15
Marilyn Siegel	P.S. 9, CSD 3
Jonathan Turbin	James Monroe H.S., Bronx
Donna Turian	I.S. 74, CSD 26
Nina Wasserman	P.S. 131, CSD 15
Eliot Weiss	Edward R. Murrow H.S., Brooklyn
Patricia Suarez Weiss	The Lab School, CSD 2
Roberta Wheeler	P.S. 143, CSD 24
Richard Woltz	I.S. 246, CSD 17
Peggy S. Wyns	P.S. 131, CSD 15
Anne Yerger	J.H.S. 22, CSD 1

We also extend our appreciation to Scholastic, Inc. for hosting this year's IMPACT II Grant Review Committee meeting.

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High School	Lauria, Verna	New Dorp H.S. 13

NYC IMPACT II Program Annual Report 1991-92 Grants

IMPACT II is now in its fourteenth year of operation. To date, 2,906 grants have been awarded. In the 1991-92 school year, applications were received from all 32 community school districts as well as all high school areas and special education regions of the New York City public schools. During this same period, 20 disseminator and 64 adaptor grants were awarded to teachers. The disseminator grants were awarded to teachers who developed and disseminated projects which foster intergroup respect. This year IMPACT II inaugurated its team grants to 13 teacher teams.

The purpose of the IMPACT II School-Based Management Grants for Curriculum Project and Support is to provide funds to support already existing curriculum projects that have been proven successful, are managed by a team of teachers, reflect the objectives of the school-based management team's plans, and are of value to other schools. Because we were introducing a new concept in IMPACT II grants—the team approach—we offered any interested school technical assistance provided by a newly retired IMPACT II teacher. She spoke with many teachers at their convenience in the evening and upon request visited three schools.

We received 31 applications that represented schools in all five boroughs and diverse grade levels and subject areas. The applications were initially screened by our teacher consultant and then judged by a review committee of six IMPACT II teachers. Their final recommendations were based on the project's creativity and adaptability, on its ability to promote team collaboration, on how closely it reflected school-based management team goals, and its suitability for dissemination. Team grant winners and disseminator grant winners were recognized at the IMPACT II 14th Annual Awards Ceremony and Reception held on June 11 at the Schomburg Center for Research in Black Culture.

Staff and Professional Development Activities

IMPACT II staff met with new disseminator grant recipients to review grant accounting procedures, prepare and edit instructional materials for dissemination to potential adaptors, plan and schedule staff development strategies and activities, and inform grantees of upcoming IMPACT II events.

Also, we have conducted dissemination interviews with each award-winning team. This interview prepares the grant recipients for presenting their project at workshops and for appearing in next year's IMPACT II catalog. The goal is to make these successful projects available to interested schools.

The IMPACT II Catalog of Teacher-Developed Programs remains the most effective vehicle for disseminating disseminator programs. This annual catalog is made available to all teachers in the New York City public schools. Ten thousand copies are sent to every principal, UFT chapter chairperson, school-based management team chairperson, current and previous grantees and community school board superintendents, and to teachers

and the public upon request. The catalog contains a narrative profile of each new disseminator program and includes the teacher's name, school address and telephone number, so that potential adaptor teachers can contact disseminator teachers directly. In addition, the catalog has been the major catalyst for generating staff development activities led by IMPACT II teachers.

This year's IMPACT II Review Committee was composed of previous disseminator and adaptor grant recipients. The teachers met for a full-day session at Scholastic, Inc. to evaluate the disseminator grant applications. After the evaluation process was concluded, the teachers met with staff to discuss and assess revisions that had been incorporated based on recommendations made after last year's meeting. The consensus was that these changes improved the review process. It was suggested at this time, by the committee, to include questions that separate the program purpose from program activities. The staff concurred and instituted the changes this past year.

This year, IMPACT II teachers conducted 22 staff development workshops and program demonstrations for 350 of their colleagues who wished to learn more about these successful classroom-based programs supported by IMPACT II. IMPACT II teachers field consultants gave 100 awareness presentations or networking sessions to over 1,000 teachers and administrators. IMPACT II teachers, therefore, reached some 1,350 educators. Many of these workshops were presented during conferences sponsored by prestigious educational organizations, professional teacher organizations, other Board of Education divisions, local universities and colleges, community school districts and special education region offices, schools and several museums. Teachers also provided staff development training through interschool visits. Substitute coverage for 55 days and 180 hours was arranged to enable teachers to meet with colleagues during the school day for on-site consultations, to attend staff development meetings, and to present at professional conferences.

Beyond administering the program and providing technical assistance to support the network, staff also disseminated information about the program to administrators. Over 65 local conferences were attended, enabling staff to reach 3,000 administrators from the public and private sector.

Staff Development Workshops

Throughout the school year the IMPACT II staff and disseminators utilize every opportunity to conduct presentations on their IMPACT II programs. This year's contacts again totaled over 4,000 teachers, supervisors, coordinators and parents. Offerings included all curriculum areas. The disseminator teachers use their award-winning programs as the focus of their presentations. In this manner IMPACT II projects are disseminated throughout the city. A number of organizations, universities, colleges and museums collaborate with IMPACT II by inviting the IMPACT II staff and disseminators to make presentations. These groups include the following:

Colleges/Universities: Adelphi University; Bank Street College of Education; Baruch College; Brooklyn College; City College-School of Architecture; The Cooper Union for the Advancement of Art; Hunter College; Queens College; LaGuardia Community College; New York Technical College; Long Island University; New York University; and Pace University.

United Federation of Teachers: Innovations Committee Center; Science Committee; Reading Committee; and Special Education Support Center.

Professional Organizations: NYC Association of Teachers of English; NYC Association of Teachers of Social Studies; NYC Art Teachers Association; NYC Association of Black Educators; Brooklyn Reading Council; Cultural Heritage Association; Early Childhood Association; and Manhattan Reading Council.

Museums/Cultural Institutions: Bronx Museum of the Arts; Brooklyn Museum; Museum of the American Indian; Staten Island Historical Society/Richmondtown Restoration; Metropolitan Museum of Art; Intrepid Sea-Air-Space Museum; WNET/Thirteen; Student Arts Festival and Teen Institute; Center for Tibetan Arts; Fraunces Tavern Museum; New-York Historical Society; The Schomburg Center for Research in Black Culture-New York Public Library; and South Street Seaport Museum.

New York City Public Schools: Citywide Physical Educators Conference; Communication Arts Coordinators Conference; IS/JHS Enrichment Consortium; Social Studies Coordinators Conference; Dropout Prevention Program Meeting; Corrective Math Teachers Meeting;

Gateway Environmental Education Center; QUIPP Options; District 75 Conference; ESEA Science Teachers Conference; School Library Service; and New Teacher Staff Development Training.

New York State Education Department: Office of School Improvement; Excellence and Accountability Program. Business Organizations: Business Week; CBS News; IBM, Inc.; and New York Telephone.

During 1991-92, IMPACT II teachers and staff assisted other nonprofits and foundations in proposal review, including the New York City Fund for Public Education, the City Parks Foundation-Urban Forest and Education Program, Teach for America, and Communities for Social Change.

The 1991-92 workshops were given at: NYC Art Teachers Association Conference, Intrepid Sea-Air-Space Museum, Gateway Environmental Educational Center, the Puppetry in Practice Center at Brooklyn College, the Bronx Museum of the Arts, Richmondtown Restoration and South Street Seaport Museum.

IMPACT II teachers also met with non-profit organizations to advise them on curriculum, program planning, project development and special events. Some 55 teachers and IMPACT II staff met with New York Telephone, Learning Magazine, CARE, Inc., Earthwatch, Center for Research and Development in Law-Related Curriculum (CRADLE), Joint Council on Economic Education, and the NYC Department of Energy and Telecommunications. For a fourth year, IMPACT II teachers led workshops at WNET/Thirteen's "Teen Institute: Power of Choice," a symposium for high school students and teachers on values clarification and ethics.

Networking Activities

Based on the success of The Teachers' Vision of the Future of Education: A Challenge to the Nation Institute we are proceeding with plans for a second Institute on the Future of Education. Where the first vision institute focused on conceptualizing the teachers' vision of the future of education, this second institute in August brought together teachers to design the models and strategies to begin to implement the vision in their school systems. Teachers had the opportunity to disseminate the work of the institute in local forums throughout the fall and at the IMPACT II national conference in the spring of 1993.

The Teachers' Vision of the Future of Education: A Challenge to the Nation, published by IMPACT II, Inc., contains the contributions of 50 IMPACT II teachers, 4 of whom are from New York City. The volume has been distributed nationally. In August 1992, three IMPACT II teachers from New York City met with colleagues from other IMPACT II sites to plan a forum on "The Teachers' Vision on the Future of Education." Three New York City teachers who participated in the national IMPACT II Institute for the Future of Education this past summer offered a local agenda on how teachers can create school change. Teachers, parents, administrators, students—all those interested in school restructuring—participated. The forum was co-sponsored by the School of Education of New York University. The forum was held on October 28, 1992.

Seeking to reduce teacher isolation and facilitate communication among the teachers it serves, IMPACT II presented networking opportunities and events throughout the year. Some 6 New York City IMPACT II teachers, shared program ideas with colleagues via the IMPACT II Star**, the program's quarterly newsletter. The columns "Desperately Seeking...," which connects teachers looking for materials, ideas and advice with readers who can provide needed services and advice, and "IMPACT II Teachers Get Around" have proved popular means for additional networking.

The grants recipients were honored at the 14th Annual IMPACT II Awards Ceremony at the Schomburg Center for Research in Black Culture. The Schomburg Center has a history of aiding educators and serves as a repository of books and artifacts of diverse cultures, including African, African-American, and Caribbean cultures. The keynote speakers were Norman Siegel, executive director of the New York City Civil Liberties Union, and Galen Kirkland, civil rights attorney and legal consultant to various nonprofits. Advocates of effective civil rights change, Siegel and Kirkland spoke about the course on racial tolerance they teach together at New Utrecht High School in Brooklyn. Also, IMPACT II teachers presented Tom Roderick, executive director of Educators for Social Responsibility, with a special award. At the awards ceremony, teachers had an opportunity to network with colleagues and exchange ideas on their pro-

grams. Also attending the awards ceremony were district superintendents and other education administrators.

In addition to awarding teachers IMPACT II grants, the staff helped teachers receive other grants through nomination, direct mailing of applications, and writing recommendations. For example, 25 IMPACT II teachers received grants, fellowships, or awards from Arts & Entertainment Network, American Heart Association, Earthwatch Expeditions, Learning Magazine, Business Week, New York City Fund for Public Education, and Outward Bound.

Again this year, IMPACT II made its grant applications available via telecommunications. In addition to the IMPACT II catalog, workshop schedule, and program guidelines, the disseminator and adaptor applications were posted on the New York City Education Network electronic bulletin board (NYCENET). Many queries about the program were left in our "mailbox" and several applications came via the computer.

The IMPACT II staff continued to add to its comprehensive and useful database. To date there is a file on every grantee, which was expanded from 15 to 17 fields and now includes information on school-based management team membership and the Chancellor's educational priorities and initiatives.

The database includes a mailing list of 8,734 teachers. It is a resource to groups that work collaboratively with IMPACT II, such as the Urban Forest & Education Program, the Intrepid Sea-Air-Space Museum and Outward Bound, and to different units of the Division of Instruction and Professional Development, such as the Middle-Level Education Conference.

The Teachers Declaration

We the teachers believe in a free, just, productive and creative society. In order to achieve this, we will redesign and restructure our schools based on certain principles.

Our Schools Are Designed As...
Bright, safe, clean, community learning centers with state-of-the-art learning and telecommunications systems and teachers' offices. An extended school day/year provide for teacher and learner planning, collaboration and professional development time.

Our Schools Provide...
On-site early intervention with social, health care and drop-out prevention services based on teacher/parent and community partnerships.

To Encourage Lifelong Learning Our Schools Are...
Personal and nurturing with learner-driven, flexible curricula that reflects and incorporates all cultures within the community and emphasizes problem-solving, critical thinking and conflict resolution skills.

Teachers Are Leaders In...
Shared decision making on governance and curriculum. Teachers and learners design the assessment of their performance and achievement. Students and parents choose the courses of study and schools within the public school system.

If you are in agreement with this statement, please sign and return it to IMPACT II:

NAME: _____
SCHOOL: _____

SIGNATURE: _____
ADDRESS: _____

IMPACT II—The Teachers Network

in cooperation with the

Dade Public Education Fund,
Dade County Public Schools

and

United Teachers of Dade

invites you to create the future of education at the first National Teachers Summit:

- honoring creative teachers; featuring discussions led by teachers who are creating new schools, restructuring existing schools, and initiating districtwide and statewide reform efforts; disseminating successful projects and materials developed by teachers; offering opportunities for teachers who want to learn how to redesign schooling by creating
- a vision for change; bringing together teachers from IMPACT II sites across the country

April 22-25, 1993
Hotel Inter-Continental
Miami, Florida

For more information:
(212)966-5582 or contact
your IMPACT II site director
Margot Jones, (212) 645-5110

IMPACT II—The Teachers Network
285 West Broadway
New York, NY 10013-2272
Tel: (212) 966-5582
Fax: (212) 941-1787

IMPACT II First Annual National Teachers Summit

Program

Thursday, April 22

- 9:30 am-4:30 pm
  Redesigning Schooling...Creating A Vision for Change. You won't want to miss this pre-summit opportunity to equip you for leading school personnel, parents and community members through a powerful process of change. A must for all teachers interested in taking an active role as facilitators of school reform.

Friday, April 23

- 9:00 am-3:00 pm
  Visit some of Dade County's most innovative public schools. Choose from three special summit tours—Kendall-South Dade, Downtown, North Dade—designed specifically for IMPACT II teachers. 3:30 pm-5:30 pm Open Meeting led by IMPACT II Teacher Leadership Committee to plan The Teachers Declaration ratification session
- 6:00 pm-8:00 pm
  Kick-off reception to celebrate publication of the Experienced Teachers Handbook, with guest speakers and site exhibits.

Saturday, April 24

- 9:00 am-10:15 am
  Opening Session featuring a keynote address by Ann Lieberman, Professor of Education, Teachers College, Columbia University and Co-Director, National Center for Restructuring Education, Schools and Teaching 10:30 am-12 noon From Vision to Voice to Leadership—Teacher Presentations on Affinity Group Projects Designed at the Institute for the Future of Education
  - #1 It Takes a Whole Village to Raise a Child—developing and disseminating projects that involve parents and the community in local schools
  - #2 Things II Come—developing and documenting new teacher-led schools
  - #3 Teacher Assessment Alternatives—developing alternatives to the current teacher evaluation process
  - #4 Building Teacher Dream Teams—building teams of teachers to effect school change
- 12:15 pm-1:45 pm
  Luncheon
- 2:00 pm-3:30 pm
  More Teacher Presentations on Affinity Group Projects
  - #5 Circle of Caring—restructuring curriculum and learning environments
  - #6 Linking Teachers via Electronic Communities—designing a telecommunications project connecting IMPACT II teachers
  - #7 Attracting and Retaining Talented Educators—developing a recruitment strategy to increase the strength of the teaching force #8 Teacher Leadership Program—designing a teacher-led training program to develop teacher leaders
- 3:45 pm-5:45 pm
  Ratification of The Teachers Declaration. The IMPACT II Teacher Leadership Committee will convene a meeting of all summit participants to ratify the declaration and plan future initiatives. 7:00 pm-9:30 pm—"Dine with the Dolphins," a dinner cruise aboard Celebration

Sunday, April 25

- 9:30 am-11:30 am
  Special Interest Group Meetings. An opportunity to network nationally with colleagues teaching in your subject area, grade level and/or region, and to learn about interesting opportunities available from educational organizations.

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Summit Reservation

Please complete and return to:

IMPACT II—The Teachers Network, 285 West Broadway, New York, NY 10013-2272

- Yes, I want to pre-register for the National Teachers Summit. Enclosed is my check for $35 payable to IMPACT II.
- I would like to participate in Redesigning Schooling...Creating A Vision for Change on Thursday, April 22.
- I would like to attend tour #_____ on Friday, April 23. (Tours available on a first-come, first-served basis. Space is limited.)
- I would be most interested in attending the following teacher presentations on Saturday, April 24:
  First Choice: Morning #_____
  Afternoon #_____
  Second Choice: Morning #_____
  Afternoon #_____
- I would like to attend a special interest group meeting on Sunday, April 25:
  Subject Grade Level_____
  IMPACT II site_____
  Other Interest_____
- I would like to join the Celebration dinner cruise on Saturday, April 24. Enclosed is my check for $41 payable to IMPACT II. (Cruise available on a first-come, first-served basis. Space is limited.)
- Please send me hotel information. We have arranged for a special $105 rate (single or double) at the Inter-Continental Hotel located on the water at Bayside. This rate is available from April 19th through April 28th. Please print the following information:
  Name _____
  Affiliation _____
  Best mailing address _____
  City _____ State _____
  Zip _____

(Is this a school/office address or home address?)

School/office_____ Home _____

School/Office Telephone _____

Home telephone _____

You will receive a pre-registration packet at the summit upon arrival.

Special Summit Tours

Friday, April 23

- Tour 1—Kendall-South Dade
  G. Holmes Braddock Senior High School, the "School of Tomorrow"; Gilbert Porter Elementary School, the "School of Discovery"; and Claude Pepper Elementary School— all operated under the GM-inspired Saturn concept; and Robert Morgan Vocational Technical Institute, serving 3400 students from pre-K to adult.
- Tour 2—Downtown
  South Pointe Elementary School, the nation's first public school to enter into partnership with a private firm; Mt. Sinai, a satellite learning center on hospital grounds for employees' children; Lindsey Hopkins Technical Center, Dade's only adult education center open both day and evening; DASH—Design & Architecture Senior High School, a magnet school.
- Tour 3—North Dade
  Animal Companion Program, providing at-risk fourth, fifth and sixth graders with an innovative hands-on approach to science; Burger King Academy, an alternative school of choice offering a career-oriented education program to youth unable to function in a traditional school setting; Robert Renick Educational Center, a middle school for emotionally handicapped students; Miami Lakes Technical Education Center, offering 48 courses to over 2800 students ranging in age from 16 to 65.

Lunch will be provided on each tour by student-catered services and will cost approximately $5.

IMPACT II

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